

# Emoji Reflection

Use the Emoji Reflection template for regular self-reflection throughout a project. Turn this reflection template into a tool to measure individual and program-level progress over time.

## Why This Matters

- Consistent opportunities for self-reflection contribute to environments that support social and emotional learning because they help youth make meaning out of activities and experiences.
- SEL-focused reflection routines create space for youth to practice important social and emotional awareness skills.

## Getting Started

- To prepare for this activity, review the Emoji Reflection Template, front and back.
- Identify a specific context (working on a film project, participating in the leadership team meetings, during a service learning project).
- Choose an anchor statement that is a good fit for an SEL skill that you are focusing on. The Emoji Reflection Statement Examples offers some suggestions. Write your anchor statement in the shaded box at the top of the Emoji Reflection Template. For example, "While working on your film project this week, did you feel in control of your emotions?"
- This activity is designed to use Emoji in a flexible and contextual way. It will be important to create a common understanding of what each Emoji mean in the context of your group. (See Take It Further for resources on exploring the broader use of Emoji in communication.)

## How To Use It

- 1) When introducing the Emoji Reflection, discuss with youth what each Emoji means and build a common understanding of the Emoji scale. The Emoji choices should correspond to a general scale (for example, all of the time, most of the time, some of the time, a few times, not at all, wildcard), but your group may define a different scale (such as "fantastic to horrible") to meet your needs. For youth who feel limited by expressing themselves in Emoji, there is room to write more on the back.
- 2) Start a group discussion after completing the reflection with some of the following questions:
  - Do you ever have a hard time naming your emotions or noticing how you are feeling? Why do you think that is?
  - Have you ever experienced more than one emotion at a time? How do you think we should record something like that in this reflection tool?
  - How do you feel about choosing an Emoji instead of a word to describe your feelings? In what ways is that easier or harder for you?
  - Do you think other people in this group would be able to correctly identify which Emoji you will choose by the end of today? Why or why not?

## Take It Further

- Help youth interpret and reflect on their emotions:
  - Have youth look at their Emoji Reflection responses, and ask if they see any trends:
    - Were your emotions impacted by the people around you or by what we were doing that day?
    - Did how you feel impact what you or your group were able to accomplish on a given day?
- Explore how Emoji are used to communicate emotion (<http://emojipedia.org/people/>). Invite youth to select their own set of Emoji to use in the activity.
- Translate this tool into data that can fuel immediate program feedback. See the **Using Data for Improvement** section for more ideas on how to use this tool for measurement.

# Template: Emoji Reflection

Name: \_\_\_\_\_

Choose an anchor statement from the Emoji Reflection Statement Bank and write it here:

WEEK						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

# Template: Emoji Reflection

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Emojis are only part of the story. If you have more to add, write it here:

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

Week 8

Week 9

Week 10:

## Examples: Emoji Reflection Statements

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### Ways I Am

- I think that my project will turn out well.\*
- I made an important contribution to the project.
- The skills I learned will help me succeed in other areas of my life.

### Ways of Feeling

- This is how I felt about my work.\*
- I was in control of my emotions.\*
- I was aware of my emotions.\*
- If I felt stressed, I made myself think about the situation in a way that helped me stay calm.\*\*

### Ways of Relating

- I was able to speak about my personal problems to others\*.
- I showed respect to my teammates.
- I enjoyed working with my friends.\*\*\*
- I got along well with my teammates.
- I think my teammates like working with me.
- My teammates and I were able to work out our disagreements.

### Ways of Doing

- I felt motivated to work hard.
- I was able to find solutions to the problems I had\*.
- I managed my time well.
- I asked questions when I needed help.
- I asked for help when I needed it.
- I accomplished my goals.

\*Schutte, N. S., Malouff, J. M., Hall, L. E., Haggerty, D. J., Cooper, J. T., Dornheim, L., & Golden, C. J. (1998). Development and validation of a measure of emotional intelligence. *Personality and Individual Differences*, 25(2), 167-177. Retrieved February 2, 2016, from <http://www.sciencedirect.com.ezp3.lib.umn.edu/science/article/pii/S0191886998000014>

\*\*Gross, J. J., & John, O. P. (2003). Individual differences in two emotion regulation processes: Implications for affect, relationships, and well-being. *Journal of Personality and Social Psychology*, 85(2), 348-362. Retrieved February 2, 2016, from <http://psycnet.apa.org.ezp1.lib.umn.edu/journals/psp/85/2/348/>

\*\*\*Scheier, M. F., Carver, C. S., & Bridges, M. W. (1994). Distinguishing optimism from neuroticism (and trait anxiety, self-mastery, and self-esteem): A reevaluation of the Life Orientation Test. *Journal of Personality and Social Psychology*, 67(6), 1063-1078. Retrieved February 2, 2016, from <http://psycnet.apa.org.ezp2.lib.umn.edu/journals/psp/67/6/1063/>